

LEARNING TECHNOLOGIES LESSON PLAN

TITLE

I'M A SHOPAHOLIC!

TOPIC

Clothes & shopping

TYPE OF SCHOOL AND STUDENTS' AGE

Vocational school (Operatore commerciale addetto ai servizi di vendita), 2nd year
Students' age: 15-17

LEARNING ENVIRONMENT

Multimedia lab / Blended learning

LEARNING AIMS

- To revise vocabulary and communicative functions about buying/selling clothes through visual and iconic devices.
- To stimulate visual memory through association of images and words.
- To foster linguistic practice and reinforce language through ludic approaches that may arouse the students' interest and motivation.

At the end of the lessons students will be able to interact in a clothes shop asking and answering questions about clothes and accessories (prices, colours, sizes etc.).

TOOLS CHOSEN

Hardware: IWB Pc	Software: PowerPoint Microsoft Word
Web 2.0 tools: www.zondle.com www.quizlet.com	Online resources: www.busteacher.org

METHODOLOGY AND TEACHING PROCEDURES

Methodology: <ul style="list-style-type: none">▪ Communicative approach▪ Individual and pair work▪ Inductive teaching	Skills: <ul style="list-style-type: none">▪ Listening▪ Speaking
Teaching procedures: <u>Warm-up phase:</u> <ul style="list-style-type: none">▪ Brainstorming the functions/vocabulary about clothes & shopping studied in the previous lessons	

Presentation:

- Listening activity (dialogue from the movie *Pretty woman*)
- Sequencing/re-ordering activity (pair work)

Practice:

- Guessing-game activity
- Spelling activity
- Game activities on Zondle website
- Final revision (flashcards), game activities (Scatter and Space Race) and test (Learn and Test) on Quizlet website

BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
Warm-up	
<ul style="list-style-type: none">▪ T elicits some words and functions that can be used in a clothes shop and writes Ss' answers on the board.	<ul style="list-style-type: none">▪ Ss give their own answers (e.g. "Can I help you?", "Can I try it on, please?", "What size are you?" etc.).
Presentation	
<ul style="list-style-type: none">▪ T plays a clip from the movie <i>Pretty woman</i> (http://youtu.be/Ou2foDYRhkE) on the IWB and asks Ss to listen to the dialogue between the shop assistant and the customer.▪ T asks some questions to check if Ss have grasped the general meaning of the scene (e.g. "Is the shop assistant polite?" "What does Vivien want to buy?" etc.).▪ T plays the clip again.▪ T tells Ss to work in pairs and gives them the transcript of the dialogue in a complementary way: one S receives the shop assistant's utterances, while the other gets the customer's. T asks Ss to restore the logical order between the different parts of the dialogue. During the activity T goes round the pairs to help if necessary.▪ T asks some pairs to read their dialogue aloud.▪ T shows the video to let Ss check the exercise.	<ul style="list-style-type: none">▪ Ss watch the clip and listen to the dialogue.▪ Ss answer.▪ Ss watch the video.▪ Ss work in pairs, discuss their opinions and try to put the dialogue into the right order.▪ Some Ss read the dialogue in pairs following the sequence they found.▪ Ss check their answers and correct their mistakes (if they made any).

Practice	
<p><u>Guessing-game activity</u></p> <ul style="list-style-type: none"> T shows a PowerPoint presentation that contains different images of clothes and accessories. 	<p><u>Guessing-game activity</u></p> <ul style="list-style-type: none"> Ss compete in order to guess first the English translation of the piece of clothing that appears on the screen.
<p><u>Spelling activity</u></p> <ul style="list-style-type: none"> T hands out a worksheet and asks Ss to complete the words with the missing letters. Ss can do the exercise individually or in pairs, as they prefer. During the activity T goes round the class to monitor the Ss' activity. T shows the worksheet with the correct spelling on the IWB. 	<p><u>Spelling activity</u></p> <ul style="list-style-type: none"> Ss watch the images showing different pieces of clothing and try to find out the correct spelling of the word. Ss check their answers.
<p><u>Game activities on Zondle website</u></p> <ul style="list-style-type: none"> T asks Ss to register on Zondle.com website using the class-code 19516-32443. T asks Ss to answer the questions about clothes and accessories using the game they like best. T monitors how Ss progress and their weakest points. 	<p><u>Game activities on Zondle website</u></p> <ul style="list-style-type: none"> Ss register on Zondle.com website. Ss play the game as many times as they wish and show off their knowledge entering a friendly and healthy competition.
<p><u>Game activities on Quizlet website</u></p> <ul style="list-style-type: none"> T asks Ss to register on Quizlet.com website following the link: http://quizlet.com/join/NRWa5g3bt Then T tells Ss to check their email and confirm their registration through the link sent by Quizlet website. T revises the vocabulary of the lesson using flashcards and audio that makes Ss listen to the correct word pronunciation. T asks Ss to play the "Scatter" and "Space Race" games and practise the "Learn" and "Test" sections as a final revision. T also invites Ss to go on playing at home. 	<p><u>Game activities on Quizlet website</u></p> <ul style="list-style-type: none"> First Ss follow the link and sign up on Quizlet.com website, then they confirm their registration. Ss check what they have learnt and listen to the correct word pronunciation. SS play the "Scatter" and "Space Race" games and show off their knowledge entering a friendly and healthy competition. Then they practise the "Learn" and "Test sections".

ASSESSMENT

Strong points:

Most Ss were deeply surprised because they found this kind of lesson very unusual. Almost everyone got involved with at least one activity (only some Ss remained quite passive). Some Ss liked the exercise about *Pretty woman* best, but others (especially some boys) were particularly curious about the Zondle game and made comments such as: “I want to be the champion, I’ll play another time”. Those who tried the game several times said it helped them fix some words they couldn’t remember before. On the whole, the underlying idea of competition that characterised some activities seems to have positively influenced the Ss’ motivation and participation.

Weak points:

Because this kind of methodology was completely new to Ss, many of them showed little independence and constantly asked for the T’s assistance to complete the registration and play the games. In particular, the registration on Quizlet website took too long because of some technical problems and it was not possible to complete the lesson. Ss would certainly get used to these tools and make the most of them if T used them more regularly as a normal teaching tool.